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ABSTRACT

This annotated bibliography lists 163 selected books, articles, and research reports concerning the language laboratory published from 1959 to 1972. It is intended for foreign language teachers and administrators seeking information on the planning, administration, operation, and installation of mediated language instruction. The bibliography is comprised of entries in English, largely printed in the United States. Entries, listed alphabetically, are comprised of materials related to: (1) the history of the language laboratory, (2) the theory of language and linguistics, (3) the "traditional" (reading-translation) and the "audiolingual" (fundamental-skill) methodologies utilizing language laboratories, (4) language laboratory techniques and effectiveness, (5) technical and pedagogical specifications, and (6) trends indicative of the future status of media in language learning. (RL)

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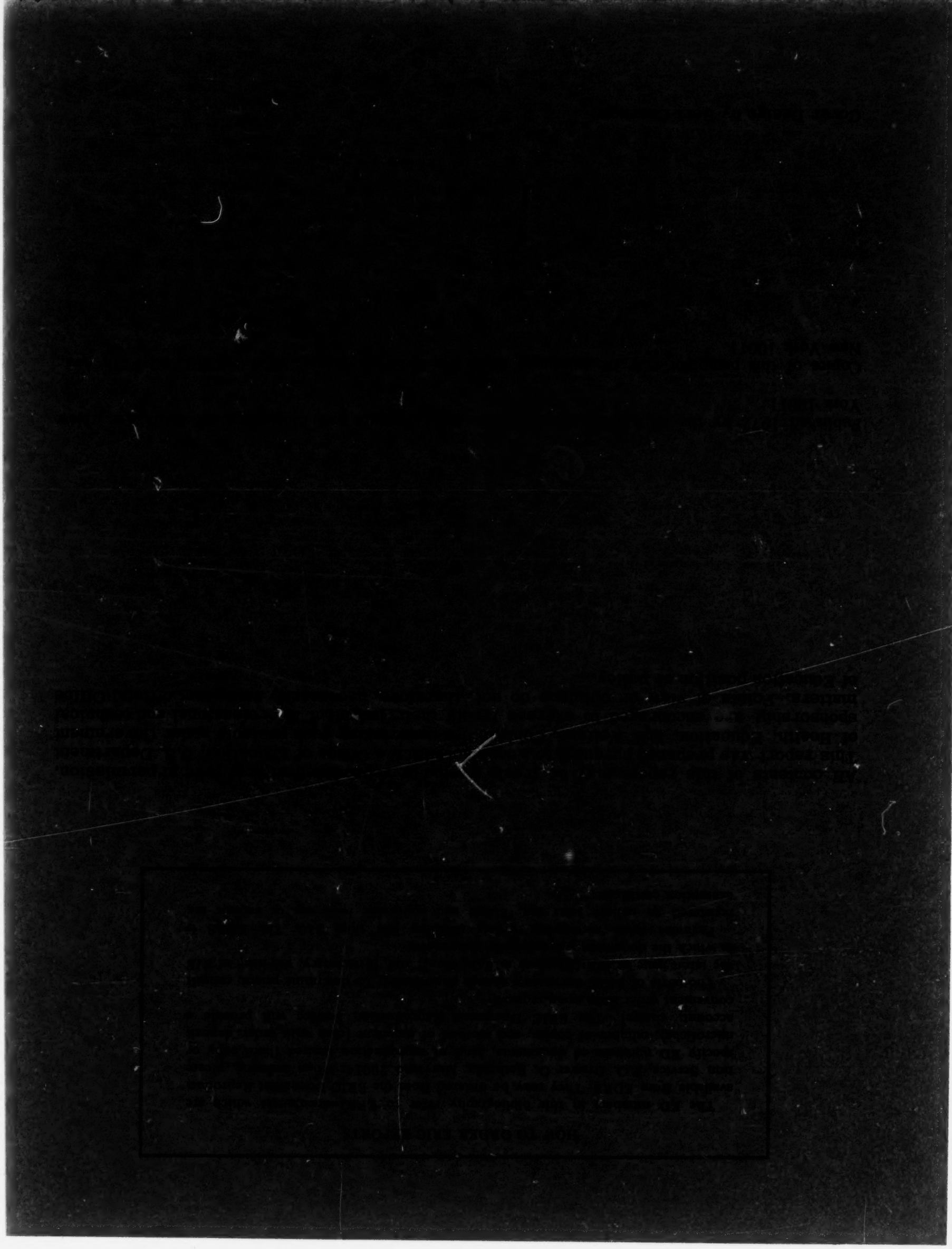

A SELECTIVE, ANNOTATED BIBLIOGRAPHY

FOR THE LANGUAGE LABORATORY

1959 - 1971

By

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and

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INTRODUCTION

This annotated bibliography on the language laboratory is intended for foreign language teachers and administrators wanting information on the planning, administration and operation of an installation for mediated language instruction.

The content of the bibliography has been determined by the scope of the extant publications on this most controversial of instructional aids. While there is an increasing body of literature on the language laboratory from Western Europe, Japan, and Latin America, a decision was made to limit the citations largely to English language documents printed in the United States. Criteria for the inclusion of entries required that they be useful, clearly and practically written, and that they be accessible to a majority of potential users. Exceptions to these criteria are the occasional studies of an experimental nature which have gained some fame or notoriety. The bibliography is further limited to books, articles, and research reports published in the last decade, for only within recent years has the language laboratory become an integral adjunct to second-language learning. For information prior to 1959, see Mustard (1959) and Sánchez (1959).

The entries, listed alphabetically, are composed of materials related to the following subjects: the history of the language laboratory (see page 45 for a chronological index); the theory of language and linguistics; the "traditional" (reading-translation) and the "audio-lingual" (fundamental-skill) methodologies utilizing language laboratories; language laboratory techniques and effectiveness; technical and pedagogical specifications; trends indicative of future status of media in language learning. Finally, the bibliography attempts to provide a balance of viewpoints so that the practitioner and the administrator may more clearly interpret the effectiveness of further outgrowths of mediated foreign-language instruction in the light of past experience.

Each citation is modeled on the ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages (Lange). Entries followed by an ED number (eg. Eddy) have been processed through the ERIC (Educational Resources Information Center) Clearinghouse on Languages and Linguistics and may be ordered in hard copy or microfiche from the ERIC Document Reproduction Service (EDRS), P. O. Drawer O, Bethesda, Maryland 20014. For additional documents in ERIC on all aspects of the teaching of foreign languages, see Monka (1972). Finally, the brief annotation which accompanies each citation is designed to help the user focus on the specific content of the article.

The following collections and indices were consulted in preparation of the bibliography: American Book Publishing Record, Applied Science and Technology Index, Books in Print, Book Review Digest, Book Review Index, Catholic Periodical Index, Catholic Book Index, Dissertation Abstracts International, Education Index, ERIC, Essay and General Literature Index, Irregular Serials and Annuals, Library Literature, Monthly Catalog of United States Government Publications, National Union Catalog, New York Times Index, Proceedings in Print, Public Affairs Information Service, Readers' Guide to Periodical Literature, Social Science and Humanities Index, Subject Guide to Books in Print, Ulrich's International Periodicals Directory, and Vertical File Index.

PERSPECTIVE

The Language Laboratory: A Brief History

The concept of mediated instruction was already germinating in the year 1877 when Thomas Edison embossed a spiral groove onto the surface of a rotating cylinder covered with tin foil. Although he was not aware of the technological manifestations to emerge from this primitive disc, it was the first of a chain of electro-mechanical advances which has led to what we know now as audio-visual teaching.

By 1900 Poulsen, a Danish electrical engineer, had described a "telegraphone" for the recording and reproducing of sound on a steel wire through a process of magnetization. In 1904 Edison developed a new wax cylinder which was later utilized in the teaching of French conversation at Yale and other universities.

About the time of World War I, audio recordings became popular in the teaching of foreign languages and secretarial skills. The invention of the dictating machine was followed by a proliferation in the number of recording companies, several of which prepared and advertised language courses on discs. It was largely this impetus which gave rise to a brief but intensive interest in machine-aided language instruction in the early part of this century.

Several schools, (Middlebury College, New York University, and Ohio State University, to name a few) purchased and installed playback equipment to aid in the teaching of phonetics, and for a moment the techniques and equipment of the speech and hearing specialist could be found in many departments of modern languages. Their stay was brief, however, for in the late 1920's a Modern Foreign Language Study recommended as the more practical goal the teaching of reading via grammar analysis and translation. As a result, the early and primitive equipment installations fell into disuse; they would remain silent for almost a quarter of a century.

Nevertheless, some experimentation with equipment and methods for second-language teaching continued here and there. It culminated in 1947 in the report by Pierre Delattre of the University of Oklahoma which described aural-oral techniques for pre-reading instruction and recorded homework assignments, and which further set forth the principles of classroom drills and instructional materials based on applied linguistics.

The Second World War had provided additional impetus in basic language instruction by creating an urgent need for well-trained speakers of "critical" languages. As a result, intensive courses, organized under the Army Specialized Training Program (ASTP), were initiated by the U.S. Government to train qualified individuals. ASTP did not initiate or make wide use of audio-visual materials and equipment; rather its premise and its success were due to the intensive oral-aural practice inherent in the program, and to high student motivation. After the war, efforts were made to adapt the ASTP curriculum to beginning language instruction in the schools and colleges, but given the typical non-intensive programs and students of varying backgrounds and ability, these attempts met with considerable frustration and disappointment. Many years passed before the techniques pioneered by ASTP made an appreciable impact on language teaching. Meanwhile the tape recorder and plastic-coated magnetic tapes were being invented and perfected, although both came too late in the 1940's to make an impact on audio-visual-lingual language teaching at that time.

The postwar period saw a revolution in the audio-visual field. The transition began in the mid-1950's with government sponsored studies, Sputnik, and the National Defense Education Act (NDEA). Sputnik pointed to diminished international boundaries and to increased linguistic barriers in a world made smaller through technological advances and travel. The National Defense Education Act of 1958 was directed in part to the excision of these boundaries and the reduction of barriers to communication. Significantly, NDEA labeled the improvement in foreign language instruction,

along with science and mathematics, as being of primary importance to the national interest. Its titles provided funds on a matching basis to the states for the purchase of equipment, for the establishment of language and area centers, and for the retraining of teachers in audio-visual and audio-lingual techniques. NDEA gave language teachers and psychologists the opportunity to cooperate in developing new methods and materials and the financial assistance necessary to implement them. The decade ended with language instruction moving out of the slump it had been in for years.

The 1960's were characterized by an interest in media and mediated language instruction, and in great controversy over their effectiveness. Language laboratories and teaching machines, ranging from the simple to the complex, were developed to satisfy a national urge to "be modern". By mid-decade an estimated 10,000 language laboratories had been installed in secondary schools; 4,000 more could be found in institutions of higher learning. Concurrently, attempts were made to assess the linguistic and technological innovations reflected in the audio-lingual methodology and the use of the language laboratory. It is in these assessments that a great deal of controversy can be found, for the results have tended to show that (1) materials lag far behind the medium, (2) machines have been expected to "teach" without close supervision of the learning process by the teacher, (3) technology has been used for lockstep rather than individual-paced instruction, and (4) the language laboratory has yet to realize its full potential, even though there is a general consensus that it is a useful, essential tool in modern language teaching.

A Rationale for the Language Laboratory

The fundamental role of the language laboratory is to provide the learner with authentic, consistent, untiring models of speech for imitation and drill, and in addition, an increased opportunity to practice speaking and understanding. The laboratory has its greatest potential

to affect learning where the primary objectives of instruction are to teach skills associated with active, day-to-day communication; correspondingly, its potential impact is reduced where speaking and understanding are secondary to the reading and writing skills. In brief, systematic practice is a sine qua non in learning to communicate effectively in a foreign language. The language laboratory helps both teacher and student compensate for the inadequate opportunity for practice in the conventional language classroom. The effective use of the language laboratory thus is a composite of several elements; the teacher, the teaching materials, the testing and grading programs, the student practice session, and the equipment. Each of these elements must meet certain requirements. The teacher must have some knowledge of the psychology of learning as it applies to verbal behavior. In addition, he needs an understanding of the structure of the foreign language and a thorough grounding in the media and methodologies for teaching it. Materials for the laboratory assume a paramount importance, for they must be varied and their use well planned.

While lab materials will include dictations, transcriptions, listening comprehension or tutorial exercises, it is the structural or pattern drill designed to produce aural and verbal activity which has tended to receive the greater focus (although this may not be the case as tutorial materials are refined in the future). These "tools" or drills have had as their primary objectives intensive, active practice in the structural and phonetic principles previously presented in the classroom, and the rapid and automatic execution of responses to foster learning by analogy. This is accomplished by providing sufficient repetitions of the motif of the exercise in a number of similar contexts so that the linguistic patterns emerge, and can be apprehended by the student.

In brief, where a second language is taught for active communication, the language laboratory can provide increased teacher-effectiveness and student-learning in many ways: specifically, it provides the opportunity for (1) simultaneous yet individualized practice; (2) increased contact with the target language and with a variety of native speakers; (3) independent study; (4) the testing of listening comprehension and speaking

ability. Furthermore, certain language-laboratory facilities can enhance the student's potential for self-evaluation. Finally, the language laboratory can help to enrich the student's concept of culture through its unique ability to present materials audiovisually.

Equipment and its Installation

There are many, many types of language laboratories. The electro-mechanical equipment may be located in a separate room, the school library, or within the language classroom itself. It may be dial-access, mobile or portable; it may be wired or wireless. Whatever the case, the equipment will fall into one of three categories--audio-passive, audio-active, record-playback. The type of practice the student undertakes and the materials he uses are determined by the nature of the equipment. Audio-passive equipment for the student generally includes (1) a booth, (2) a tape recorder, and (3) earphones. Audio-active adds to 1, 2 and 3 a combination microphone-headset which allows the student to hear himself as others hear him. Record-playback equipment adds yet a third component, the electronics to record and play back individual utterances for comparison with a model. For the teacher there is a console with switches enabling him to distribute one or more taped lessons at will and to monitor and communicate with individual students without disturbing others. In any case, the equipment may be used by individuals or by groups, or by both simultaneously.

Each equipment configuration has unique characteristics. Thus it is obvious that the goals and objectives of language programs must be determined before equipment is chosen. Materials must be purchased or written, and the language staff must be given instruction in the theory and the application of this adjunct instructional device. Lacking step-by-step, intensive preparation, machine-aided language instruction will be doomed to failure.

Industry continues to provide the educator with many technological advances for the language classroom. The last decade has seen the evolution of the language-laboratory concept into a sophisticated combination of materials, men, and machines. Its development has been part of a larger movement toward the application of technology to problems in all subjects at all levels of instruction. Some developments--telephone dial-access, computer-assisted instruction, closed-circuit radio broadcast--have proven too expensive and/or impractical for the average school and are found only occasionally in higher education. Others, notably the wireless and mobile labs, and the electronic classroom have not enjoyed wide acceptance by the high-school educator. One innovation, the portable cassette tape-recorder, however, shows great promise for the future. It enables tape-guided work to be done in any location--school or home--at any time, and it is quite inexpensive in comparison with the customary class-size language laboratory. The cassette tape opens many possibilities for guided learning or tutorial-based instruction in which audio-programs are used as reference materials or mini-lessons beyond the customary pattern drill. Tutorial-based instruction seems to combine the promises of the sixties with a practicality for the seventies. Such seems to be the focus of mediated language instruction at the beginning of a new decade.

MASTER LIST AND TABLE OF ABBREVIATIONS

ASU	American School & University
AvI	Audiovisual Instruction
AvCR	Audio-Visual Communication Review
CatEd	Catholic Educator
CER	Catholic Educational Review
CH	Clearing House
CMLR	Canadian Modern Language Review
CSJ	Catholic School Journal
Education	Education
ELead	Educational Leadership
ERIC	Educational Resources Information Center
ESAvG	Educational Screen and Audiovisual Guide
FLA	Foreign Language Annals
GQ	German Quarterly
Hispania	Hispania
HSJ	High School Journal
IJAL	International Journal of American Linguistics
IRAL	International Review of Applied Linguistics in Language Teaching
JCJ	Junior College Journal
JEE	Journal of Experimental Education
JSE	Journal of Secondary Education
LL	Language Learning: A Journal of Applied Linguistics
MEFR	MLA/ERIC Focus Report

MLA	Modern Language Association of America
MLJ	Modern Language Journal
NALLDJ	National Association of Language Laboratory Directors Journal (formerly NALLDN)
NALLDN	National Association of Language Laboratory Directors Newsletter
NASSPB	National Association of Secondary School Principals Bulletin
NEA	National Education Association
NSch	Nation's Schools
PMLA	Publications of the Modern Language Association of America
RER	Review of Educational Research
RWCNEC	Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages
SMan	School Management
S&S	School and Society
TCR	Teachers College Record
USOE	United States Office of Education

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Suggestions for converting the language laboratory to a materials resource center. The equipment should be cassette format, the materials should reflect the specific purposes and levels to facilitate individual rather than group, tape-guided instruction.

2. Allen, Edward D. "Effects of the Language Laboratory on the Development of Skill in a Foreign Language." MLJ 44(1960):355-58.

Study to ascertain whether a limited use of a record-playback laboratory during the class period increases achievement in hearing, speaking, reading, and writing.

3. _____, et al. The Changing Curriculum:Modern Foreign Languages. Washington, D. C.: NEA, 1968. ED 037 110.

Brief, comprehensive booklet dealing with common problems faced by administrators and teachers in making decisions about foreign language curriculum: the role of foreign languages in the national interest; problems of methodology, materials, and equipment, evaluation, scheduling, and administration. Bibliography.

4. Allen, Murray R. "Importance of Professional Laboratory Materials." Education 85(1965):405-07.

Discussion of the relative merits of professional and non-professional audio materials for instructional purposes in the language laboratory. Topics include: the do-it-yourself method; the professional approach; and professional recording.

5. Andretz, Sergeu N. "Extra Dividends from the Audio Laboratory." ESAvG 42(1963):622-23.

How to reduce "down time" of language laboratories by permitting other departments and other disciplines to utilize this technological innovation: The Michigan State Plan.

6. Arendt, Jermaine D. "Media in Foreign Language Teaching." Britannica Review of Foreign Language Education, Vol. 2, 1970 (1969). Ed. Dale L. Lange. Chicago: Encyclopedia Britannica, 1970, pp. 157-89.

The technological revolution in perspective, including an overview of media in foreign language teaching. The principal focus is on application: the software, the learning environment, the systems approach, and computer-assisted instruction.

7. _____. "Sound Recordings." Sight and Sound: The Sensible and Sensitive Use of Audio-Visual Aids. (RWCNEC 1969.) Ed. Mills F. Edgerton, Jr. New York: Northeast Conference on the Teaching of Foreign Languages, 1969, pp. 28-49.

Details the principles of tape-guided instruction with emphasis on preparation of the recordings, scheduling their use, and variety. Bibliography.

8. Banathy, Bela H., and Boris Jordan. "A Classroom Laboratory Instructional System (CLIS)." FLA 2(1969):466-73.

Description of an instructional system which makes specially designed and integrated learning experiences available through planned interaction of the learner, the teacher, a classroom language laboratory, and other media--all for the purpose of increasing the efficiency with which a student can acquire a second language.

9. Barrick, Mae E. "Variety for Language Lab Success." MLJ 45(1961):361-65.

Describes various aural exercises and visual aids that can be used to alleviate the problem of teachers who apply the laboratory as a substitute for classroom teaching, or use tape-guided practice without variety.

10. Barrutia, Richard. "The Language Laboratory." A Handbook for Teachers of Spanish and Portuguese. Ed. Donald D. Walsh. New York: Heath, 1969, pp. 79-88.

Answers three fundamental questions the teacher needs to know in order to have a successful language laboratory operation: What are the capabilities of an electro-mechanical installation? What can language laboratory materials truly accomplish? How can the laboratory, the materials, the teacher and the students all interact in order to maximize the opportunity for learning?.

11. _____. "Past, Present, and Future of Language Laboratories." Hispania 50(1967):888-99.

Panorama of the language laboratory, its history, initiators, characteristic installations, problem areas, and its potential as an adjunct within the area of programmed and computer-assisted instruction. Statistics, bibliography.

12. Bernard, Edward G. "Evaluating Uses of Language Laboratories." Education 85(1965):396-98.

Report of two studies of language laboratories conducted by the New York City Bureau of Audio Visual Instruction 1959-1963 to ascertain how the language laboratory was used and its consequent effect on student achievement.

13. Birkmaier, Emma Marie. "Evaluating the Foreign Language Program." North Central Association Quarterly 40(1966):263-71. ED 022 386.

The components of foreign language instruction are defined and discussed--including an overview of the audio-lingual approach, curriculum guides, program materials and procedures, and the teacher and students.

14. _____. "Extending the Audio-Lingual Approach:Some Psychological Aspects." IJAL 32,i,part II(1966):122-28.

Discussion of the foreign language student and his learning environment. Birkmaier writes extensively of the teacher's role in modeling, drilling, and providing variety. Audio-lingual techniques discussed are: review, reinforcement, transfer, discrimination training, and generalization. The author stresses the role of meaningfulness and motivation to hasten the learning process.

15. _____, and Dale Lange. "Foreign Language Instruction." RER 34(1967):186-99.

Summary and interpretation of selected studies in the teaching of foreign languages between 1963-1966. Major topics are: the psychology of learning, methods, FLES, programmed instruction, technological media, testing, bilingualism, and teacher training. Bibliography.

16. Blank, Gordon. "Language Laboratories:Status Report." AvI 8(1963):405.

Comments by audio-visual specialists and administrators dealing with the integration of lab and classroom work, the language laboratory, and standards for laboratory equipment.

17. Bratnober, Harry. "Launching a Language Laboratory and its Program." HSJ 44(1960):79-84.

Explains why materials are more important than the medium. The teacher is urged to plan a program of instruction before investing in expensive equipment; once lab equipment is acquired, the teacher is counseled to evaluate the student's knowledge of spoken forms as frequently his understanding of the written ones.

18. Brooks, Nelson H. Language and Language Learning:Theory and Practice. 2nd ed. New York: Harcourt, 1964.

Designed to aid language teachers in meeting the demands of the audio-lingual and culturally integrated approaches to language teaching, this book deals with the theory and practice of fundamental-skill methodogy. Major topics discussed are: the role of culture, language and literature, course objectives and materials, the language laboratory, and techniques to bring about achievement in the four basic skills. Includes a detailed glossary of terminology.

19. Bumpass, Donald E. "Language Laboratories:Bridge or Deterrent?" JSE 39(1964):17-20.

Results of a national survey of 300 high school foreign-language department heads, specialists, and teachers regarding the value of the language laboratory, its strengths and weaknesses.

20. Cables, Virginia. "The Language Laboratory, Boon or Bane?" FR 39(1966):618-22.

Description of the equipment and materials used in conjunction with the language laboratory at Fullerton Union High School, California. Includes a discussion of the integration of classroom and lab work, and how to avoid monotony in laboratory drills.

21. Cannaday, Robert W., Jr. "The Language Laboratory: Valuable Instructional Aid." Effective Foreign Language Instruction in the Secondary School. Ed. George E. Smith and M. Phillip Leamon. Englewood Cliffs, N.J.: Prentice-Hall, 1969, pp. 127-66.

Designed to help prepare modern language teachers and administrators for effective, integrated use of the laboratory in audio-lingual instruction, this chapter presents detailed information concerning planning for the lab, equipment, administration, effective laboratory practices, materials, and testing techniques.

22. _____, and Terry Gamba. Successful Use of the Language Laboratory. Harrisburg, Pa.: Department of Public Instruction, 1965.

Excellent series of 16mm, b&w films illustrating how to prepare for and acquire a language laboratory. Titles include planning for the lab, basic equipment, administration, effective practices, materials, and testing. Viewers Guide and bibliography. Films and Guide available for preview from Walter G. O'Connor Co., 100 North Cameron Street, Harrisburg, Pennsylvania 17126.

23. Changnon, Pauline E. Techniques in Learning to Hear, Understand and Use a Foreign Language in High School. Springfield, Ill.: Office of the Superintendent of Public Instruction, 1960.

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24. Charest, Gerard T. "Language Laboratory and the Human Element in Language Teaching." MLJ 44(1962):268.

Brief comment on language laboratory teaching: it can be a chore for the teacher; the students may feel exploited; its most important use is for additional practice of what is already understood and partially practiced in class.

25. Chastain, Kenneth. The Development of Modern Language Skills: Theory to Practice. (Language and the Teacher:A Series in Applied Linguistics, Volume 14.) Philadelphia, Pa.: Center for Curriculum Development, 1971.

Designed to help the teacher form a personal philosophy and organized rationale upon which to base his own teaching, this book analyzes the audio-lingual and cognitive-code theories of foreign language instruction. A major portion of the text discusses techniques for teaching the four skills and includes suggestions for lesson planning, classroom activities, and evaluation. Appendices, bibliography.

26. Chatagnier, Louis J., and Gilbert Taggart, eds. Language Laboratory Learning:New Directions. Montreal: Aquila, 1971.

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27. Chávez, Simon J. "A New Concept in Teaching Foreign Languages." CSJ 58(1963):34-36.

General article about second-language teaching, reflecting new developments in understanding the nature of language, innovative methods of teaching, individualized mass instruction, and materials.

28. Childers, James Wesley. Foreign Language Teaching. New York: Center for Applied Research in Education, 1964.

Brief history of foreign language instruction in U.S. schools and colleges highlighting the main methods of foreign-language teaching and reviewing research which has influenced its development. Statistical data.

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30. Conwell, Marilyn J. "An Evaluation of the Keating Report." NASSPB 48(1964):104-15.

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33. Dandliker, John D. "The Need for an Oral Testing Program." Hispania 43(1960):496-98.

The language laboratory should prove its effectiveness through a testing program and controlled experimentation.

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35. Eddy, Frederick D. "1959 Revisited." AvI 7(1962):602-23. ED 020 688.

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36. Edgerton, Mills F., Jr., ed. Sight and Sound:The Sensible and Sensitive Use of Audio-Visual Aids. (RWCNEC 1969.) New York: Northeast Conference on the Teaching of Foreign Languages, 1969.

Compendium of essays and reports of media in language teaching for the classroom and the lab including a discussion of the use of non-projected visuals, sound recordings, slides and filmstrips, the overhead projector, motion pictures, and television.

37. "Electronic Aids to Learning." ASU 37,viii(1965):30-33.

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38. Eppert, Franz. "Conditions for the Effective Use of the Language Laboratory." CMLR 27,iii(1971):12-16.

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39. Fabrizi, Benedetto. "The How's, Why's and Where's of Language Laboratories." NSch 65,vi(1960):58-60, 106, 108.

The language laboratory, its history, functions and advantages, types, and six requirements basic to a decision to install equipment.

40. Fitzgerald, Thomas R., S.J. "The Language Revolution." CER 58(1960):361-67.

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42. Frey, Herschell J. "Audio-Lingual Teaching and the Pattern Drill." MLJ 52(1968):349-54. ED 027 802.

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45. Gaudin, Louis S. "Language Laboratory and Advanced Work." MLJ 46(1962):79-81.

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46. Giannetti, George. "Language Laboratory in a Modern Curriculum." American Teacher Magazine 44,ii(1959):7-8, 22.

Author writes of teaching languages for active communication, of basic organizational procedures in planning a laboratory, equipment techniques, and profitable results of a language lab used at Ferndale High School, Michigan.

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48. Gourévitch, Doris-Jean. "Laboratory Techniques and Teaching." FR 33(1959):166-70.

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Booklet demonstrating teaching techniques and procedures from the first day of class. Ten representative units are presented in French and Spanish.

50. Grittner, Frank, and Russell Pavlat. Field Check Manual for Language Laboratories:A Series of Tests Which a Non-Technical Person Can Conduct to Verify Specifications. Madison: Wisconsin State Department of Public Instruction, 1964. ED 012 555.

Simplified manual of procedures and tests which the language teacher can use to ascertain whether or not a language laboratory, old or new, will reproduce speech within the range of frequency responses critical for second-language learners.

51. _____. Teaching Foreign Languages. New York: Harper, 1969.

Thorough overview of foreign-language teaching. Includes: history and rationale for the study of foreign languages, theory of linguistics; objectives; psychological aspects of foreign language learning; teaching machines and other self-instructional techniques, theory and use of pattern drills, teaching the four basic skills; history and use of language laboratories; and techniques for evaluation of the foreign language program. Bibliographies at the end of each chapter.

52. _____. "What's New in Wisconsin? Innovative Foreign Language Programs." Voice of the Wisconsin Foreign Language Teacher 7(1967):33-42. ED 023 326.

Wisconsin high school foreign language programs are briefly examined through the experiences of three schools. Also described: a world history course taught in a foreign language, a correspondence course supplemented with radio lessons, and three summer language institutes.

53. Grothen, Harold. "The Language Laboratory." Illinois Journal of Education 59,iii(1968):13-15. ED 022 394.

Appraisal of the development and status of the language laboratory including a description of the advantages of laboratory instruction and the effective use of electro-mechanical equipment.

54. Haber, Ralph Norman. "Spread of an Innovation:High School Language Laboratories." JEE 31(1963):359-69.

Answers the questions about the language laboratory most often discussed among instructors and administrators.

55. Hallman, Clemens L. "Pattern Drills for High School Use." IJAL 29,ii,part III(1963):179-85.

Discussion of the role of the pattern drill; what constitutes a good pattern; some do's and don'ts; procedure for many drills; and how pattern drills can be best used in the laboratory.

56. Harrell, Dolly D. "Language Teacher's Little Black Bag." AvI 11(1966):627-31.

Description of the Foreign Language Media Laboratory at the University of Texas, and how it is used to prepare teachers for a more active role in the teaching of foreign languages.

57. Hartman, John F. "Before You Buy a Language Laboratory-Ask Why." College and University Business 35,iii(1963):67-68.

Four main areas to be considered before purchasing a language laboratory are discussed: What will a laboratory do to help instruction? What contractual agreements need to be considered? And what role do the faculty and administrators play in implementing a planned installation?.

58. Hayes, Alfred S. Language Laboratory Facilities:Technical Guide for the Selection, Purchase, Use, and Maintenance. New York: Oxford Univ. Press, 1968.

Concise, illustrated report on the language laboratory, with description and criteria for planning, systems, specifications, testing, and maintenance. Included also are a list of tape recording terms and sample specifications.

59. _____. "New Directions in Foreign Language Teaching." MLJ 44(1965):281-93. ED 020 707.

New directions in foreign language teaching reflect the importance of using insights from other disciplines to stimulate new approaches to old problems: materials and methods must be based on systems of communicative signals; the beginning student needs intensified aural experience; man must use the technical resources at his disposal and work to solve a variety of learning problems.

60. _____. "Procedures for Language Laboratory Planning." NASSPB 44(1962):123-35.

Provides school administrators and language teachers with eighteen steps to follow in planning for a laboratory. Included is a thorough discussion of the administrative, pedagogical, and technical problems which must be dealt with, and a short bibliography.

61. _____. "What Is a Language Laboratory?" Saturday Review 16 Feb(1963):70-71.

Language laboratories and language laboratory learning are described for the layman in a one-thousand word statement.

62. Hechinger, Fred M. "On Controversy Over Value of Labs Aroused by the Keating Study." New York Times, 19 May 1963, Sec. 4, p. 7.

Discussion of the validity of the Keating Study on language laboratories noting omissions and oversights. The author concludes that much of the criticism of laboratory teaching has resulted not from the language laboratory itself, rather from an imperfect understanding of its design and potential.

63. Higgins, J.J. A Guide to Language Laboratory Material Writing. Englewood Cliffs, N.J.: Educational Technology Publications, 1970.

Types of drills, exercises and their content, structure, and vocabulary are the topics of this useful book in which the author presents many and varied ways to create an interesting and valid language laboratory program.

64. Hocking, Elton. "Language Laboratories." NSch 66,ii(1961):83-86.

The need for good supervision and sustained enthusiasm is discussed with regard to language laboratory teaching. Hocking analyses how to plan laboratories and what to expect from them.

65. _____. Language Laboratory and Language Learning. (Monograph No. 2.) 2nd ed. Washington, D.C.: NEA, 1967.

Written in non-technical language for language teachers and audio-visual specialists. Three comprehensive symposia form the basis for a series of reports on technological aids and their pedagogical implications in language teaching. Includes a thorough review of the development and use of the language laboratory. Bibliography.

66. _____, and Robert C. Merchant. "Fabulous Language Labs." ESAvG 38(1959):184-187.

Discussion with diagrams of various types of language laboratories and their corresponding costs enabling audio-visual directors and administrators to estimate the probable cost for a given laboratory installation.

67. Holton, James S., et al. Sound Language Teaching: The State of the Art Today. New York: University Publishers, 1961.

Practical handbook for teachers and administrators which answers questions about language laboratories and sound language teaching. The three divisions of the book are: techno-logic, a guide to sound labmanship, and oral fundamentals. Bibliography.

68. Huebener, Theodore. Audio-Visual Techniques in Teaching Foreign Languages. New York: New York Univ. Press, 1960.

Practical handbook designed for the foreign language teacher to instruct him in the use of audio-visual devices. Simple to complex machines are thoroughly described, evaluated objectively, and clarified through explanation and example of techniques and procedures.

69. _____. "The Foreign Language Laboratory." Journal of Educational Sociology 33(1960):212-13.

Concise description of the language laboratory: definition, innovations, value, equipment, and techniques. Includes a list of seven standards which create optimum effectiveness.

70. _____. How to Teach Foreign Languages Effectively. New York: New York Univ. Press, 1965.

Balanced and critical look at language teaching through a multitude of exemplary lessons. Included in the book are a discussion of the aspects of language learning, an analysis of the audio-lingual method, and a description of general language laboratory techniques.

71. Hutchinson, Joseph C. "The Language Laboratory:Equipment and Utilization." Trends in Language Teaching. Ed. Albert Valdman. New York: McGraw-Hill, 1966, pp. 215-34.

Hutchinson presents an overview of the language laboratory, detailing the role of the teacher, in addition to materials and equipment, which specifies the techniques which should be followed for the laboratory to have its maximum impact upon achievement.

72. _____. The Language Laboratory...How Effective Is It? Washington D.C.: USOE, 1964. Also in: Mildred R. Donoghue Foreign Languages and the Schools: A Book of Readings. Dubuque, Ia: Wm. Brown, 1967. ED 038 056.

Five essential elements for the language laboratory are discussed through the evaluation of the teacher, the teaching materials, the testing and grading program, the practice sessions; and the equipment. Also includes a brief description of ten research projects using the language laboratory.

73. _____. Modern Foreign Languages in High School: The Language Laboratory. Washington, D.C.: USOE, 1961. ED 025 163

Offers teachers and administrators practical guidelines for planning a language laboratory and for obtaining the maximum educational value from the electro-mechanical equipment. Includes a discussion of planning for laboratory facilities, equipment functions in relation to student learning activities, and operations.

74. _____, and June O. Criteria for Selecting Types of Foreign Language Laboratory Systems. (MEFR 20.) New York: MLA/ERIC, 1971. ED 049 662.

Everything the administrator and the language teacher need to know before they purchase a language laboratory.

75. Iodice, Don R. "Creating Interest in Language Laboratories." FR 33(1960):268-71.

How to demonstrate a language laboratory to an administration.

76. _____. Guidelines to Language Teaching in Classroom and Laboratory. Washington, D. C.: Electronic Teaching Laboratories, 1964.

A guideline for foreign language teachers who are considering a language laboratory. Topics include planning considerations, types of laboratories, methodology, and administration. Bibliography.

77. Johnston, Marjorie C. "Foreign Language Instruction." RER 31(1961):218-96.

Survey of trends in foreign language offerings and enrollments. Includes studies using innovative instructional methods and materials, FLES developments, testing and evaluation programs, and recent research projects. Bibliography.

78. King, Paul E. "Audio Electronics in Education." ESAvG 42(1963):264-65, 269.

Capabilities of audio tools are discussed in light of individualized, self-instructional devices which have the ability to command attention, and to provide objective presentation and practice in many forms.

79. _____. "Man and Machines in Language Teaching." TCR 45(1964):430-35.

The language laboratory is presented as a tool in which the non-creative aspects of language learning receive repetition and drill.

80. Kirch, Max S. "Role of the Language Laboratory." MLJ 47(1963):256-60.

The author answers the following questions: Can the laboratory save money by automation? Should the laboratory take over classroom activities or should it supplement classroom work?.

81. _____. "Visuals in the Language Laboratory." NALLDJ 4,ii(1969):32-36.

Discussion of how the teacher can use filmstrips, slides and motion pictures in the language laboratory to aid in the development of foreign language skills and a better understanding of the culture with which it is associated.

82. Koekkoek, B.J. "Advent of the Language Laboratory." MLJ 43(1959):4-5.

Historical view of the development of the use of electro-mechanical equipment as an aid to foreign language teaching. Numerous citations.

83. Kone, Elliot H., ed. Language Laboratories:Modern Techniques in Teaching Foreign Languages. (Annual Bulletin 19.) New Haven: Connecticut Audio-Visual Educational Association, 1960.

Overview of the language laboratory by twenty-nine specialists. Ranging in topic from the theory and practice of language laboratories to audio-visual courses in specific languages. Bibliography.

84. Kreiman, Robert. "Laboratory Learning:Methods and Machines." Education 85(1965):399-400.

Capsule discussion of the audio-lingual method and language laboratory equipment both seen through their development and application.

85. Lado, Robert. Language Teaching:A Scientific Approach. New York: McGraw-Hill, 1964.

Introduction to language, language learning, and language teaching, and technological aids for the language teacher with specific discussions of linguistics, human learning factors, testing, language laboratories, teaching the four basic skills, and culture. Includes glossary and bibliography.

86. Ladu, Tora Tuve. Using the Language Laboratory. (Publication No. 369.) Raleigh: North Carolina State Department of Public Instruction, 1963. ED 013 585.

Electronic equipment for language teaching is described by its function and related techniques for utilization. Includes a brief discussion of laboratory methodology and the pattern drill. Examples.

87. Lange, Dale L., ed. 1971 ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages. New York: MLA/ERIC, 1972. [Offprint from FLA 5(1972):487-559.]

Annual bibliography of the American Council on the Teaching of Foreign Languages with citations of recent publications dealing with linguistics, culture, teaching foreign literature, curricular problems and developments, the physiology and psychology of language learning, teacher education and certification, methods, equipment, and testing. [For offprints from previous years, see ED 021 152 (1967); ED 029 158 (1968); ED 040 625 (1969); ED 050 651 (1970).]

88. "Language Lab:An Updated Report." SMan 7,iv(1963):85-92. ED 002 669.

Series of school district reports on the manner in which language laboratory facilities--the satellite lab, the perimeter lab, the mobile lab--are housed and applied in actual experience.

89. Leamon, M. Phillip. "Coordination and Continuity in the Foreign Language Program." IJAL 29,ii,part III (1963):187-93.

Discussion of the horizontal (coordination) and the vertical (continuity) development of foreign language curriculum. Including the correlations of the language laboratory and the classroom, when to begin a foreign language, the length of instructional sequences, and the relationship of the high school to college foreign language programs.

90. Lewis, Earl N. Experimentation in the Development of More Effective Methods of Teaching Foreign Languages by Making Extensive Use of Electro-Mechanical Aids. Baton Rouge: Louisiana State Univ., 1961. ED 001 703.

Report of an experiment to assess whether the proper use of electro-mechanical aids can relieve the teacher of much routine and allow him to extend himself either quantitatively or qualitatively in the language classroom.

91. Lewis, Richard B. "Language Laboratories for the Future." Education 85(1965):408-12.

Description of a design for a new type of language laboratory which keeps the lab concept as an extension of traditional instructional procedures while attempting to extend its functions toward new possibilities.

92. Libbish, B., ed. Advances in the Teaching of Modern Languages. Vol. I. New York: Macmillan, 1964.

Eighteen brief essays discuss traditional practices, audio-lingual methodology and the use of audiovisual aids in second-language teaching.

93. Locke, William N. "Future of Language Laboratories." MLJ 49(1965):294-304. ED 021 504.

Highly informative, authoritative article about the language laboratory, including a discussion of its history, its use in elementary, secondary schools and universities, the effect of equipment on methods, the effect of methods on equipment, relevant research, and the future of language laboratory teaching.

94. Logan, Gerald E. "Observations about the High School Laboratory." GQ 35(1962):309-17.

After a review of the functions of a language laboratory, the author gives general recommendations concerning overall laboratory utilization based on his experience at Live Oak High School, Morgan Hill, California.

95. Lorge, Sarah W. "Evaluative Look at Foreign Language Laboratories." Journal of Educational Sociology 33(1960):229-33.

Discusses the change of emphasis in modern language teaching, the application of electronic recording and reproduction of sound, and the need for a carefully considered laboratory program to complement instructional procedures.

96. _____. "Language Laboratory Research Studies in New York City High Schools:A Discussion of the Program and Findings." MLJ 48(1964):409-19. ED 012 158.

Two successive, carefully designed studies, complemented by thorough statistical analyses, clearly show the value of frequent laboratory sessions and the superiority of audio-active-record over audio-active laboratories for high school students in metropolitan New York City.

97. McGraw, Myrtle B. "Roles of the Teacher and the Student in the Electronic World." MLJ 43(1959):218-20.

The role of the teacher and the role of the student are delineated within the machine-guided paradigm for second-language learning. The functions outlined are of a practical nature and give evidence of the effectiveness of a sound laboratory system.

98. McKim, Lester W. "Designing and Using Language Laboratories." AvI 13(1968):454-56.

Concise report on the preliminary steps in establishing a laboratory, the language laboratory versus the electronic classroom, and technical considerations regarding materials needed for effective use of a laboratory. Statistical information.

99. _____. "Recent Trends in Foreign Language Techniques and Materials." AvI 13(1968):450-53.

Brief article linking three areas of educational endeavor: audiovisual aids in language teaching, programmed instruction, and language laboratories.

100. Mackey, William F. Language Teaching Analysis. Bloomington: Indiana Univ., 1967.

A detailed analysis of what language is and what methods can be used to teach it, presented so that the language teacher can make an objective analysis of the materials available to him. On the practical side detailed, comprehensive chapters are included on language laboratories, on games, on drills and exercises of various types and on testing.

101. Mallery, David. The New Dimension in Foreign Language Teaching: A Message to the School Board about the Language Laboratory. (Committees on Educational Practice Studies, No. 3.) Boston: National Council of Independent Schools, 1961.

Discussion of teachers and attitudes, materials, and equipment, including answers to many recurring questions; what is the laboratory all about? How can an electronic equipment and language study be integrated? What do I pay for and what do I get? What steps are to be taken toward full equipment utilization?.

102. Marty, Fernand Lucien. Language Laboratory Learning. Wellesley, Mass: Audio-Visual Publications, 1960. ED 032 801.

Manual on how to use the laboratory including the theory behind language laboratory operations. The equipment is explained in detail with corresponding illustrations and diagrams.

103. Mathieu, Gustave. "Brief Guide to Sound Labmanship." MLJ 44(1960):123-26.

Discussion of the variations in the learning processes which enter into typical practice as typically undertaken in the language laboratory: audio-evaluatory, audio-passive, audio-active, and audio-creative. Gives examples of types of basic laboratory programs that can be used with each.

104. _____. "Language Laboratories." RER 32(1962):168-78.

General overview of the use and research about language laboratories, history, instructional materials, rationale for equipment, the language laboratory as a teaching machine. Bibliography.

105. _____, ed. Advances in the Teaching of Modern Languages. Vol. II. New York: Pergamon, 1966.

Compendium of twelve essays written by pioneers in modern language teaching, showing the sequence of steps that have been taken in the development of a new language teaching methodology.

106. Maynes, J. Oscar, Jr. "An Experiment to Gauge the Effectiveness of the Audio-Lingual Method and the Language Lab." Hispania 45(1962):377-82.

Report of an early experiment to examine the effectiveness of the audio-lingual method and the usefulness of the language laboratory.

107. Medley, Frank W. Maintenance of the Language Laboratory. (MEFR 28.) New York: MLA/ERIC, 1972.

Discusses administrative practices which result in more effective use of language laboratory installations, including suggestions for the selection of personnel, scheduling, budgeting, training the teaching staff in its use, and preventive maintenance.

108. Meiden, Walter, and Joseph A. Murphy. "The Use of the Language Laboratory to Teach the Reading Lesson." MLJ 58(1968):23-25. ED 019 910.

A technique using language laboratory drills to test the comprehension of a reading lesson. Examples.

109. Michalski, André. "Language Laboratory and Language Learning." Hispania 45(1962):175-79.

Language teaching and the language laboratory are viewed in light of an increased emphasis on oral performance, tape-guided practice, teacher performance, and audio-lingual textbooks.

110. Michel, Joseph, ed. Foreign Language Teaching:An Anthology. New York: Macmillan, 1967.

Collection of articles and essays considered classics in the field of foreign-language teaching which reflect historical development and current thinking. Bibliography.

111. Monka, Carolyn, comp. "ERIC Documents on the Teaching of Foreign Languages:List Number 8." New York: MLA/ERIC, 1972. [Offprint from FLA 5(1972):365-80.]

Semi-annual publication of documents related to the teaching of foreign languages. Topics generally include, among others, Foreign Language and TV, Programmed Instruction, Language Laboratory, Teaching Techniques, and Testing. [For offprints from previous years, see ED 049 669, ED 044 990, ED 047 592, ED 056 600.]

112. Morton, F. Rand. "The Teaching Machine and the Teaching of Languages:A Report on Tomorrow." PMLA 75,iv,part II (1960):1-6. ED 023 317.

The "teaching machine" is traced from its conception. Basic learning theories and the rationale for mediated instruction are discussed and related to machine-aided, second-language learning.

113. Mueller, Theodore. "Correlating the Language Laboratory with the Textbook:Some Basic Considerations." IJAL 29,ii,part III(1963):83-89.

Discussion of the need for the correlation of all the teaching activities in class, with laboratory work, and home study.

114. _____. "New Trends in MFL Teaching." CH 34(1960):271-74.

Review of the National Defense Education Act (NDEA) and its emphasis on languages with comments on the language laboratory, student participation, and varied teaching approaches.

115. _____. "Psychology and the Language Arts." S&S 87(1959):420,422,427-28.

Insights into the psychology of language learning which psychologists in the field of language have provided for the practitioner. Special emphasis is given to the role audio-lingual participation can play in increasing the amount of oral contact the student has with the material to be learned.

116. Mustard, Helen M., and Anthony Tudisco. "The Foreign Language Laboratory in Colleges and Universities:A Partial Survey." MLJ 43(1959):322-40.

Summarizes the results of a questionnaire which indicated that in the 1950's there was a great deal of diversity in the type of work done in the language laboratory and in equipment, yet general agreement on its goals, techniques, and requirements. Discusses integrated class and lab work, and adequate lab equipment and assistance.

117. Nostrand, Howard L. "The Language Laboratory and the Sociological Context." NALLDJ 4,iii(1970):23-28.

Concrete suggestions on how to make the language laboratory lesson relevant for the student through technology-assisted activities including audio-visual presentation of cultural contexts and culture-wide values to illustrate behavior patterns and social institutions.

118. Novak, Robert. "Recorders' Summaries of Workshops on Instructional Aids." JCJ 32(1962):541-42.

Summary of topics dealing with the various types of language laboratory equipment and their influence, presented at the 1962 American Association of Junior Colleges Convention. Includes criteria for selection of equipment, its price, the location of materials, and research.

119. Oberhelman, Harley D. "The Foreign Language Laboratory in Secondary Schools." Hispania 43(1960):145-48.

History of the language laboratory describing its purposes and types, and relation to class work.

120. O'Connor, Patricia. Modern Foreign Languages in High School: Pre-Reading Instruction. Washington, D.C.: USOE, 1960. ED 024 311.

Rationale for the audio-lingual approach to prereading language instruction with suggestions on how to plan and teach beginning classes. Annotated bibliography.

121. Pimsleur, Paul. "Functions of the Language Laboratory." MLJ 43(1959):11-15.

Discussion of the language laboratory including the value of single emphasis and immediate reinforcement, the need for more effective testing, individual pacing, and remediation.

122. Politzer, Robert L. "Assiduity and Achievement." MLJ 44(1960):14-16.

Report of a study in foreign language instruction at Harvard and the University of Michigan concerning the relation of student effort to student achievement, and the contribution of the language laboratory to the latter. Statistics.

123. Regenstreif, Harry. "The Language Laboratory Vs. the Electronic Classroom." NALLDJ 2,ii(1968):14-17. ED 036 232.

Description of the typical language laboratory and electronic classroom with a discussion of the relative merits of each for the teaching of second languages in the high school.

124. Reichard, Joseph R. Experimentation in the Development of Teaching Foreign Languages by Making Extensive Use of Electro-mechanical Aids. Final report. Washington, D. C.: USOE, 1962. ED 001 703.

Report on the Oberlin College Elementary German Experiment in teaching double-sized classes by means of a closely integrated program of classroom and laboratory activities. Appendices.

125. Reindorp, Reginald C. "Role of the Language Laboratory in the Foreign Language Program." Hispania 45(1962):829-36. ED 017 209.

Presents the theory and the psychology behind the use of language laboratories.

126. Reinert, Harry. "Creative Lab Usage." NALLDJ 4,i(1969):57-63.

Application of taped quizzes, fables and anecdotes, and student-prepared and recorded dialogues as a means of increasing the learner's interest and attention in the language laboratory, and his overall motivation toward second-language learning.

127. Rivers, Wilga M. The Psychologist and the Foreign Language Teacher. Chicago: Univ. of Chicago Press, 1964.

Excellent review of the major assumptions of audio-lingual methodology for second-language learning and the use of the language laboratory, with comments and criticisms in light of modern learning theories, and suggestions of ways of improving foreign-language teaching practices. Appendix, bibliography.

128. _____. Teaching Foreign Language Skills. Chicago: Univ. of Chicago Press, 1968.

Complete and authoritative discussion of all major aspects of foreign language teaching based upon research in second-language learning. Equal attention is given to the development of proficiency in the four skills and cultural understanding, the writing of objectives, grammatical drills and tests, and the use of tape recorders and language laboratories. Annotated bibliography.

129. Roebuck, Mildred C., and Joel-Martin Newman. A Notebook of Pattern Drills for the Language Laboratory: A Guide for the Student and the Teacher. Atlanta: Georgia State Coll., 1969. ED 038 062.

Primary types of pattern drill for language instruction are illustrated and discussed in the teacher's guide. Sample drills in four languages are developed in each of five classifications. Includes instructional procedures, sample visuals, and bibliography.

130. Roeming, Robert F., ed. "Critique of the Pennsylvania Project." MLJ 53(1969):386-429.

Review and critique of the controversial Pennsylvania Foreign Language Project. Includes articles by Clark, "The Pennsylvania Project and the 'Audio-Lingual vs. Traditional Question'"; Valette, "The Pennsylvania Project, Its Conclusions and Its Implications"; Hocking, "The Laboratory in Perspective: Teachers, Strategies, Outcomes"; Otto, "The Teacher in the Pennsylvania Project"; and Aleamoni and Spencer, "An Evaluation of the Pennsylvania Foreign Language Project".

131. Roertgen, William F. "Functional Language Laboratory." MLJ 43(1959):6-10.

Description of and use of a language laboratory booth at U.C.L.A. making possible the complete utilization of auditory and visual material.

132. Rude, Bend. "A Technique for Language Laboratory Testing." LL 16(1967):151-53. ED 019 023.

Describes techniques for testing the student's oral ability in the language laboratory which reduces excessive grading time on the teacher's part.

133. Salembier, Henry L.G. "The Case for the Language Laboratory." FR 33(1960):371-78.

Describes the early physical make-up and rationale for the language laboratory.

134. Sánchez, José. "Twenty Years of Modern Language Laboratory." MLJ 43(1959):228-32.

Annotated bibliography of 105 references. Emphasis on the early 1950's.

135. Sawyer, Jesse O. "Foreign Language Instruction." RER 34(1964):203-10.

Review of research in foreign language instruction during 1961-1963 which summarizes, compares, and interprets related studies dealing with effects and value of foreign-language instruction and mechanical aids. Bibliography.

136. Scherer, George A.C. "The Use and Misuse of Language Laboratories." GQ 38(1965):335-44. ED 019 033.

Presents a detailed plan to utilize one thirty-position laboratory to its fullest capacity with constant supervision.

137. Shane, Milton L., and Helen L. "Laboratories for Foreign Language Teaching." ELead 18(1961):293-98.

General description of language laboratory equipment, materials and methods to fully exploit its potential, and techniques for testing.

138. Sherrow, Renee. "Lab Software for the Seventies." NALLDJ 5,i(1970):28-34.

Team-teaching, individualized instruction, interesting language practice tapes, flexible scheduling, and the use of cassettes are discussed as methods to create more effective second-language learning. Includes examples of exercises designed to revitalize a tape program and capture student interest.

139. Smith, Philip D., Jr. A Comparison of the Cognitive and the Audiolingual Approaches to Foreign Language Instruction: The Pennsylvania Foreign Language Project. Philadelphia, Pa.: Center for Curriculum Development, 1970.

Final report of a longitudinal study designed to assess three foreign-language teaching strategies and three language-laboratory systems. One of the most important research projects in foreign language instruction in the recent decades. Tables, statistical data, bibliography.

140. Smith, Wm. Flint. "Language Learning Laboratory." Britannica Review of Foreign Language Education, Vol. 2, 1970 (1969). Ed. Dale L. Lange. Chicago: Encyclopedia Britannica, 1970, pp. 191-237.

Review and critique of research in language laboratory application for the preceding three years, with special emphasis on the Pennsylvania Study, small scale research projects, and innovative equipment configurations.

141. _____, and Elton Hocking. "The Fallacy of Accessibility." NALLDN 3,iii(1969):10-13. ED 031 121.

Results of a study that compared the relative use of a language laboratory and an electronic classroom indicate that although equipment for tape-guided practice may be close at hand, teachers must be dedicated to its application, or its overall impact on achievement will be minimal.

142. Stack, Edward M. The Language Laboratory and Modern Language Teaching. 3rd ed. New York: Oxford Univ. Press, 1971.

Designed to assist language teachers, this book gives specific descriptions of techniques and procedures for classroom, laboratory, and collateral activities. Special emphasis is placed on the beginning and intermediate levels. Includes teaching techniques and mechanical and administrative procedures related to laboratory operation. Bibliography.

143. _____. The Mechanical Potential of the Language Laboratory. (MEFR 14.) New York: MLA/ERIC, 1970. ED 038 072.

Concise statement of what the laboratory can and cannot do. Each of the potential functions of laboratory equipment is defined for the interested practitioner or administrator. There is a balanced concentration on the emphasis given to the technical and the educational functions of machine-aided language learning.

144. _____. "Pattern Drills for the Language Laboratory." FR 33(1960):272-80.

Outlines techniques for the preparation of seven types of pattern drills for use in the laboratory.

145. _____, et al. "The Keating Report:A Symposium." MLJ 48(1964):189-210. ED 019 902.

Review and critique of the controversial Keating Report including articles by Stack, "Laboratories:The Effectiveness Controversy"; Porter and Porter, "A Critique of the Keating Report"; Anderson, "Review and Criticism"; and Grittner, "The Shortcomings of Language Laboratory Findings in the IAR Research Bulletin".

146. Stais, James, ed. Proceedings:Thirty-third Annual Foreign Language Conference at New York University. New York: New York Univ., 1967. ED 022 396.

Five papers comprising this volume discuss: an evaluation of foreign language teaching, an appraisal of audio-lingualism, programmed instruction, instructional television, and the psychology of language learning.

147. Stevick, Earl W. "Structural Drills in the Laboratory." IJAL 29,ii,part III(1963):37-44.

Description of three types of pattern drills which have been utilized at the Foreign Service Institute illustrating diverse applications of a single underlying formula: model; stimulus; response; and confirmation.

148. Strasheim, Lorraine A., comp. Language Laboratory Teaching. Bloomington: Indiana Language Program, 1968. ED 026 929.

Useful bulletin detailing the capabilities of various types of laboratory installations, how to schedule classes on a split-period basis, and teaching and testing techniques for the laboratory. Includes sample lessons, bibliography.

149. Techniques of Tape Preparation and Duplication, with Suggestions for a Language Laboratory. Topeka: Kansas State Department of Public Instruction, 1962. ED 013 588.

Bulletin which discusses how the language teacher can best utilize basic types of laboratory equipment. Includes a "Reference List" of manufacturers and audio-visual sources, a list of basic readings, and a bibliography.

150, Tous, Alfonso J. D. "Foreign Language Recommendations of NCEA." CatEd Oct(1963):180-82, 201.

An endorsement of the audio-lingual approach.

151. _____. "Initiating a Language Laboratory." CSJ 62(1962):91-94.

Steps concerning the installation of a language laboratory are outlined and discussed. General specifications. Bibliography.

152. _____. "We Need Two Language Labs." CSJ 61(1961):25-28.

Discussion of the development and use of the language laboratory for typical classroom and for extracurricular activities at Chaminade High School, Mineola, N.Y.

153. Trow, William Clark. Teacher and Technology:New Design for Learning. New York: Appleton, 1963.

General view of old and new instructional media in light of historical development and the standards imposed by new technology. Bibliography.

154. Trump, J. Lloyd. "The Educational Setting for the Language Laboratory." IJAL 28,i,part II(1962):124-30.

Reviews the role of the teacher in second-language learning while commenting on the value of interdisciplinary study. Recommends curricula organized about large-and small-group instruction and independent study, with help from paraprofessionals and mediated instructional techniques.

155. Turner, Daymond E., Jr. Correlation of Language Class and Language Laboratory. (MEFR 11.) New York: MLA/ERIC, 1969. ED 034 451.

Techniques for integration of classroom and laboratory activities for effective use of a language laboratory facility. Includes a discussion of materials.

156. _____. "Occupation:Language Laboratory Director." MLJ 48(1964):151-54. ED 019 032.

Discussion of the qualities, duties, responsibilities, and opportunities of an individual given the job of administrating a language laboratory installation.

157. Valdman, Albert. "Toward a Better Implementation of the Audio-Lingual Approach." MLJ 54(1970):309-19.

Comprehensive review of the fundamental precepts of the audio-lingual approach as practiced during the 1960's in light of the general objectives of a course of instruction and modern psycholinguistic theory. Particular attention is given to programmed learning and materials and equipment for individualized instruction which nonetheless provide opportunities for personal communication.

158. _____. "Toward a Redefinition of Teacher Role and Teaching Context in Foreign Language Instruction." MLJ 48(1964):275-84. ED 029 523.

Concise review of the linguistic method; the evaluation of intensive language teaching; programmed instruction; the language laboratory as a teaching machine; and the teacher's role in mediated instruction.

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162. Wittich, Walter A. "New Approaches to Language Learning." NSch 64,v(1960):66-67.

Use and limitations of electro-mechanical equipment in audio-lingual language teaching.

163. Young, Clarence Whitford, and Charles A. Choquette. An Experimental Study of the Relative Effectiveness of Four Systems of Equipment for Self-Monitoring in Teaching French Pronunciation. Washington, D.C.: USOE, 1963. ED 018 162. [Reported in IRAL 3(1965):13-51.]

A series of seven experiments tested the relative effectiveness of using four types of language laboratory equipment featuring long or short delay playback or inactivated or activated feedback in learning to pronounce French.

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